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ABSTRACT

An instructor's manual and student activity guide on cashiering are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight to eleven days), activity goals, instructional objectives (five), related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to instructional objectives 2-5, and masters for duplication [e.g., sales checks, change fund receipt, handouts on the parts of a cash register]). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., prepare cash register for the working day, make change for a customer's purchase, manipulate register keys correctly). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a general merchandise salesperson and cashier conclude the document. (JH)

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ED169308

DISTRIBUTIVE EDUCATION--CASHIERING

Kit No. 19

INSTRUCTOR'S MANUAL

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1978

CE 020 493

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TITLE OF ACTIVITY

Kit No. 19, Distributive Education – Cashiering

DURATION

Main Activity: 6 – 8 days
Follow-up Activity: 2 – 3 days

GOALS

The student will become familiar with the skills required by a cashier or salesperson to operate a cash register.

The student will understand the basic operation of the cash register for the purpose of ringing up customers' sales.

INSTRUCTIONAL OBJECTIVES

The student will prepare the cash register for the working day.

The student will be able to write sales checks that are used in ringing up sales.

The student will know the different parts of the cash register – their names, location, and function.

The student will be able to make change for the customer's purchase.

The student will be able to manipulate the register keys correctly and in the proper sequence in order to ring up sales on the cash register.

VOCATIONAL CLUSTERS

This activity will relate to any of the vocational clusters that may deal with customer sales such as:

Agriculture –
Sales from Agricultural products
Sales from plants and plant products
Chemical sales

Distributive Education –
Education – Petroleum sales
Hotel & Lodging accomodations
Food Services – sales
Sales from Home Furnishings

Trade and Industry –
Automotive Services
Appliance Repair
Cosmetology Sales

ACTIVITY IMPLEMENTATION

A. Description

This activity may be presented to the class as a group with each student performing individual practice activities.

B. Safety

No materials used with this activity require any special safety precautions.

C. Materials

1. Audio Visual Equipment:

   Screen
   Filmstrip projector
   Cassette recorder

2. Technical Equipment

   Cash register
   (Money) tills
   "Mock money"

3. Expendable materials:

   Mimeograph paper for handouts
   Mimeograph fluid
   Thermofax stencils for handouts and forms

D. Preparation Prior to Class

Day 1 (Day before you begin working with the activity)

Read the Instructor's Manual.

Secure cassette player, filmstrip projector, and projection screen.

Read student Learning Activity Guide No. 19.

Reproduce copies of **Change Fund Receipt** form (at least one copy per student).

Preview the filmstrip and cassette "Preparing the Cash Register." (Optional)

Count "mock money" into tills to provide a change fund – such as $50.00. Use a copy of the Change Fund Receipt form (reproduced) to make a "key" of the various denominations of coins and bills you are putting in the tills so that students can check their accuracy by your "key."

Day 2

Preview the filmstrip "Writing Sales Checks."(Optional)

Reproduce copies of **Sales Checks** –at least three copies per student and extras for mistakes. (One of these will be used later.)

Day 3

Preview "Parts of the Cash Register" (Optional).

Reproduce "Basic Design of the Cash Register" for students to use in sequenced instruction. Make a "key" of this design for students to check their answers.

Day 4

Preview "Change Making" (Optional).

Distribute "Mock money" into tills.

Reproduce copies of Checkpoint 1, Objective IV. (Make a key for students to check their answers.)

Reproduce copies of Checkpoint 2, Objective IV. (Make a key for students to check their answers.)

Day 5

Preview "Operating the Cash Register" (Optional).

Be sure you have sufficient copies of **Sales Checks** (Prepared earlier – need at least one per student.)

E. During Class Sessions

Day 1

Pass out a Student Learning Activity Guide to each student. Remind them not to write in their booklets at any time!

Ask them to begin reading.

Set up the filmstrip and cassette with "Preparing the Cash Register."

When students have read to Step 1, they will ask you to begin the filmstrip. (Start this when all students have read to Step 1.)

Have Change Fund Receipt forms for students to pick up.

Students should stop for the day when they have completed Checkpoint for Instructional Objective I.

Day 2

Have students begin reading Instructional Objective II.

Set up the filmstrip and cassette "Writing Sales Checks."

Have sales checks ready for students to pick up.

Day 3

Have students begin reading Instructional Objective III.

Set up the filmstrip and cassette "Parts of the Cash Register."

Have copies of the "Basic Design of the Cash Register" available for students to pick up.

Have copies of Checkpoints 1 and 2 for students to pick up.

Day 4

Have students begin reading Instructional Objective IV.

Set up the filmstrip and cassette "Change Making."

Have tills with "Mock Money" ready for students to pick up.

Have copies of Checkpoints 1 and 2 available for students to pick up.

Day 5

Have student begin reading Instructional Objective V.

Set up the filmstrip and cassette "Operating the Cash Register."

Have copies of **Sales Checks** available for students to pick up.

Remind students not to write in their booklets.

F. Follow-up Activities

1. Have students fill out VIEW Fact Sheet.
2. Field trip to retail department store to observe sales operations.

ANSWER KEY

Instructional Objective II,
Checkpoint 2

YOUR STORE

DATE 8 19

SOLD TO 12

ADDRESS 2

CITY STATE ZIP

SIGNATURE

Cash	Charge	COD	Sold by
6b	6c	6d	13

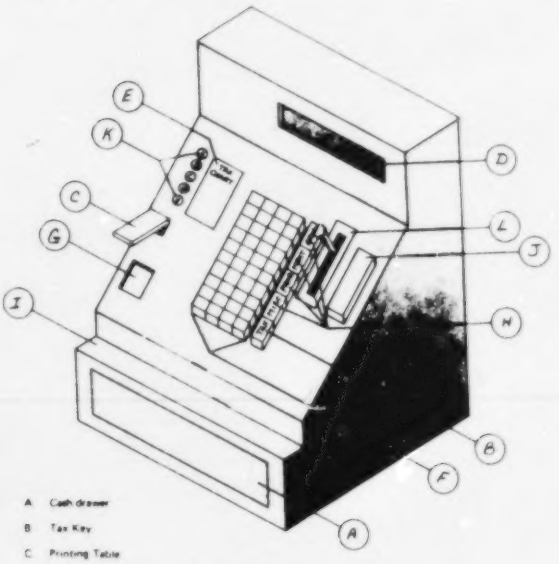
Dept	Qty	Description	Unit Price	$	
1	10	5	3	11	
			Subtotal	4	
			Tax	9	
			TOTAL	7	

Instructional Objective III,
Checkpoint 1

PARTS OF THE CASH REGISTER

Checkpoint 1 for Instructional Objective III

Directions: For the diagram below locate and identify the parts that are indicated by lines. Match the letter of the part with its appropriate name.



A. Cash drawer
B. Tax Key
C. Printing Table
D. Transaction Indicator
E. Tax Chart
F. Register Keys
G. Journal Roll
H. Dept. Functions
I. Change Plate
J. Motor Bar
K. Clerk Keys
L. Sub Total Total Adding Lever

Instructional Objective III,
Checkpoint 2

1.	D	6.	E
2.	B	7.	J
3.	F	8.	H
4.	C	9.	I
5.	G	10.	A

Instructional Objective IV,
Checkpoint 1

1. 8.23 – 8.24 – 8.25 – 8.50 – 9.00 – 10.00
2. 11.74 – 11.75 – 12.00 – 13.00 – 14.00 – 15.00
3. 3.45 – 3.50 – 4.00 – 5.00 – 10.00
4. 6.82 – 6.83 – 6.84 – 6.85 – 6.90 – 7.00 – 8.00 – 9.00 – 10.00 – 20.00
5. 12.49 – 12.50 – 13.00 – 14.00 – 15.00 – 20.00
6. 1.19 – 1.20 – 1.25 – 1.50 – 2.00 – 3.00 – 4.00 – 5.00
7. 5.15 – 5.25 – 5.50 – 6.00 – 7.00 – 8.00 – 9.00 – 10.00

Instructional Objective IV,
Checkpoint 2

1. 4 pennies, 1 nickel, 1 quarter
2. 4 pennies, 1 nickel, 3 ones
3. 1 penny, 1 nickel, 1 dime, 3 quarters, 3 ones
4. 4 pennies, 2 dimes, 1 one, 1 ten
5. 3 pennies, 1 nickel, 1 quarter, 4 ones
6. 1 nickel, 1 dime, 2 quarters
7. 2 pennies, 1 dime, 2 ones
8. 4 pennies, 1 nickel, 1 dime, 1 quarter, 1 one, 1 five
9. 2 pennies, 2 dimes, 2 ones
10. 1 dime, 1 quarter
11. 2 pennies, 2 ones
12. 3 pennies, 1 nickel, 1 dime, 3 quarters, 2 ones, 1 five
13. 3 pennies, 2 dimes, 2 ones
14. 4 pennies, 1 nickel, 2 quarters

MASTERS FOR DUPLICATION

1. VIEW Fact Sheet
2. Change Fund Receipt
3. Sales Checks
4. Handouts for Instructional Objective 3
   Checkpoint 1
   Checkpoint 2
5. Handouts for Instructional Objective IV
   Checkpoint 1
   Checkpoint 2

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

8

Change Fund Receipt

PENNIES ..... $ _____ . _____

NICKELS ..... $ _____ . _____

DIMES ..... $ _____ . _____

QUARTERS ..... $ _____ . _____

HALVES ..... $ _____ . _____

TOTAL $ _____ . _____

$ 1.00 ..... $ _____ .

5.00 ..... $ _____ .

10.00 ..... $ _____ .

20.00 ..... $ _____ .

50.00 ..... $ _____ .

_____ _____ .

_____ _____ .

TOTAL $ _____ .

TOTAL $ _____ . _____

DATE _____

REGISTER NO. _____

CASHIER CHECKER'S SIGNATURE

_____

YOUR STORE

DATE _____ 19____

SOLD TO _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

SIGNATURE

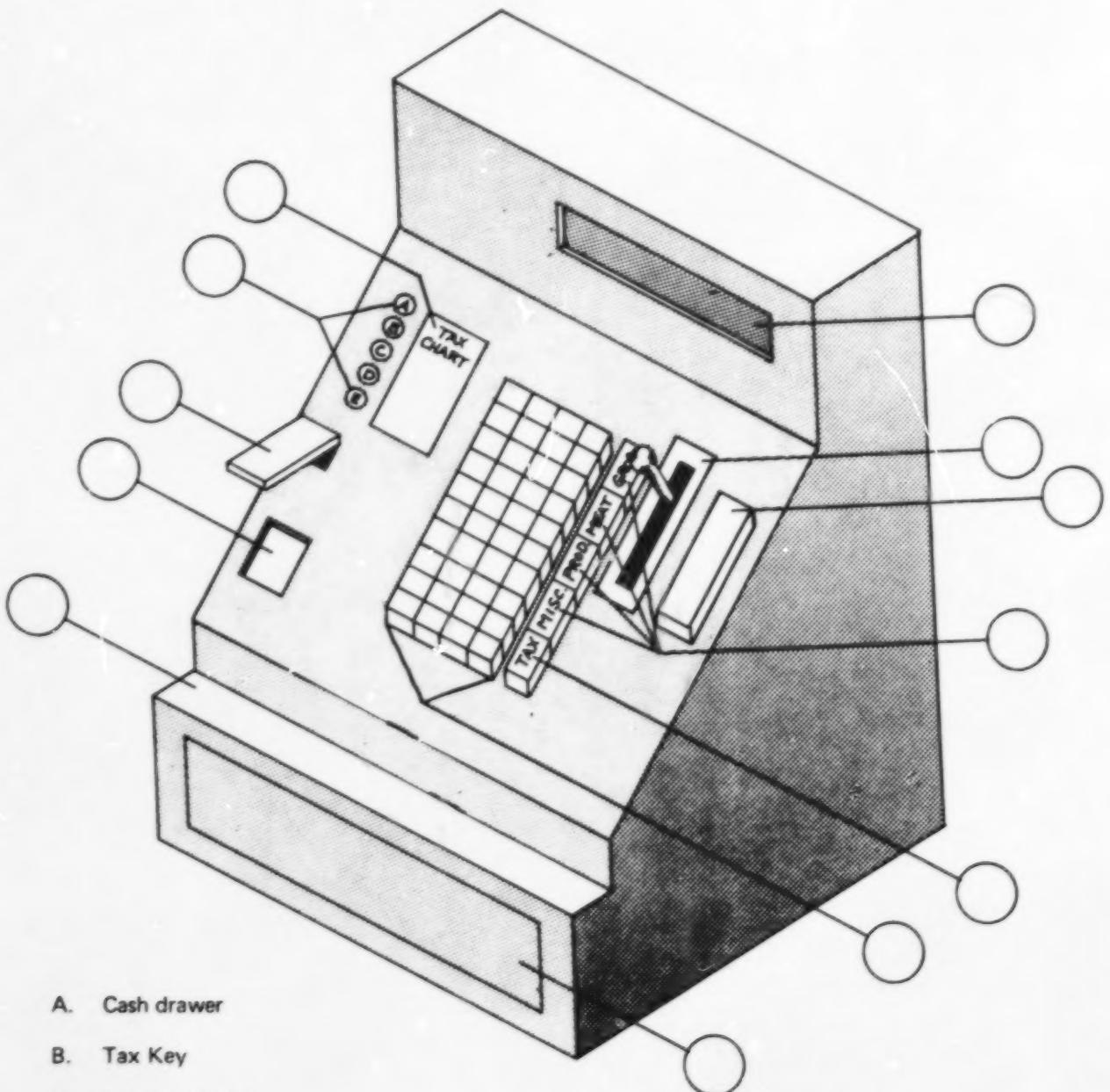
Cash	Charge	COD	Sold by

Dep.	Qt.	Description	Unit Price	$	
			Subtotal		
			Tax		
			TOTAL		

PARTS OF THE CASH REGISTER

Checkpoint 1 for Instructional Objective III

Directions: For the diagram below locate and identify the parts that are indicated by lines. Match the letter of the part with its appropriate name.



A. Cash drawer

B. Tax Key

C. Printing Table

D. Transaction Indication

E. Tax Chart

F. Register Keys

G. Journal Roll

H. Dept. Functions

I. Change Plate

J. Motor Bar

K. Clerk Keys

L. Sub-Total, Total, Adding Lever

PARTS OF THE CASH REGISTER

Checkpoint 2 for Instructional Objective III

Directions: Match the following cash register functions with the name of the part of the cash register that performs that function. Choices are located.

_____1. To place money on while making change for the customer's purchase.

_____2. To keep track of all transactions made on the register.

_____3. To find the total price of merchandise being sold in order to add tax.

_____4. To show the amount of merchandise being recorded on the register and the final sale when totaled.

_____5. To identify the tax added onto the sale.

_____6. To operate the register keys.

_____7. Located in the cash drawer to hold denominations of money.

_____8. To determine the correct tax to charge customers.

_____9. To hold the till. Opens when sales are totaled.

_____10. To see how much in sales are made during the day.

MATCHING CHOICES

A. Total, Adding Lever

B. Transaction Indication

C. Journal Roll

D. Change Plate

E. Motor Bar

F. Subtotal Key

G. Tax Key

H. Tax Chart

I. Cash Drawer

J. Till

CHANGE MAKING

Checkpoint 1 for Instructional Objective IV

Directions: Make change for the sales given below.

EXAMPLE

	Amount of Sale	Amount tendered
	2.98	$5.00
	ANSWER 2.98 – 2.99 – 3.00 – 4.00 – 5.00	
1.	8.23 ANSWER	$10.00
2.	11.74 ANSWER	$15.00
3.	3.45 ANSWER	$10.00
4.	6.82 ANSWER	$20.00
5.	12.49 ANSWER	$20.00
6.	1.19 ANSWER	$5.00
7.	5.15 ANSWER	$10.00

CHANGE MAKING

Checkpoint 2 for Instructional Objective IV

Directions: Make change for the sales given below. Chart the number of coins and bills you would return to the customer in order to make change for that sale.

	Amount of Sale	Amount Tendered	.01	.05	.10	.25	$1	$5	$10	$20
1.	$14.66	$15.00								
2.	$ 6.91	$10.00								
3.	$11.09	$15.00								
4.	$ 8.76	$20.00								
5.	$ 5.67	$10.00								
6.	$ 4.35	$ 5.00								
7.	$ 7.88	$10.00								
8.	$ 3.56	$10.00								
9.	$ 2.78	$ 5.00								
10.	$ 9.65	$10.00								
11.	$17.98	$20.00								
12.	$12.07	$20.00								
13.	$ 7.77	$10.00								
14.	$ 9.41	$10.00								

Check with your teacher's key to see that you have completed this Checkpoint accurately.

DISTRIBUTIVE EDUCATION--CASHIERING

Kit No. 19

STUDENT

LEARNING ACTIVITY GUIDE

Prepared by

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INTRODUCTION

Operating the cash register involves more than simply pressing keys on the cash register. This learning activity guide is designed to provide you with the skills and abilities required of a cashier performing the various functions required to operate the cash register.

GOALS

This activity is designed to equip the student with the competencies (skills, knowledge, and attitudes) that are needed by a salesperson or cashier in order to operate the cash register for the purpose of ringing up sales. The competencies include the following:

1 – The student will prepare the cash register for the working day.

2 – The student will be able to write sales checks that are used in ringing up sales.

3 – The student will know the different parts of the cash register – their names, location, and functions.

4 – The student will be able to make change for the customer's purchase.

5 – The student will be able to manipulate the register keys correctly and in the proper sequence in order to ring up sales on the cash register.

DIRECTIONS

Read and follow each step in the Programmed Text. Do not write in the text! Be sure to go over each step – do not leave any out. After completing the checkpoints, check with your teacher to make sure you have met all of the requirements before continuing.

MATERIALS

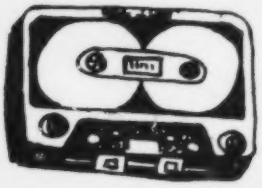
A ball point pen (Provided by student)
Other forms and materials supplied by teacher.

PROGRAMMED TEXT

PREPARING THE CASH REGISTER FOR THE DAY

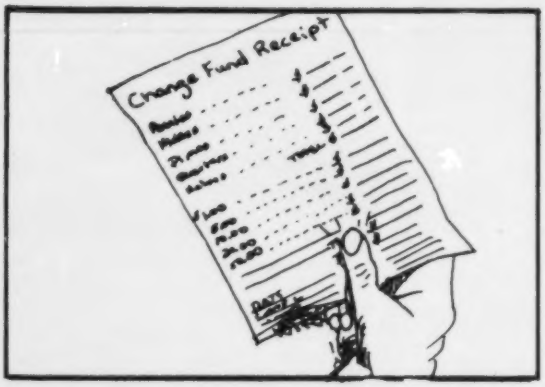
Instructional Objective 1

Given a cash drawer, change fund, and a change fund receipt, you will prepare the cash drawer for daily business.

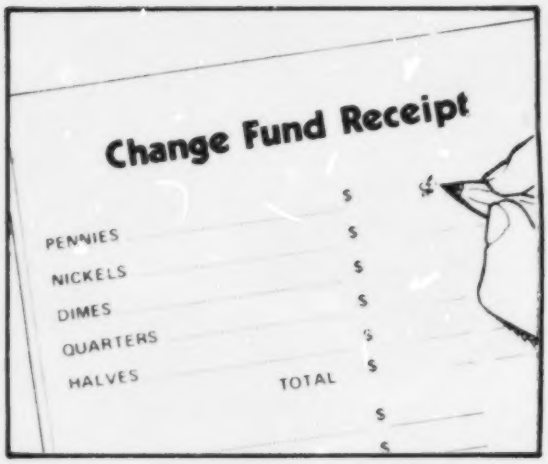


STEP 1 – Listen carefully to the tape and filmstrip on "Preparing the cash register for the day."

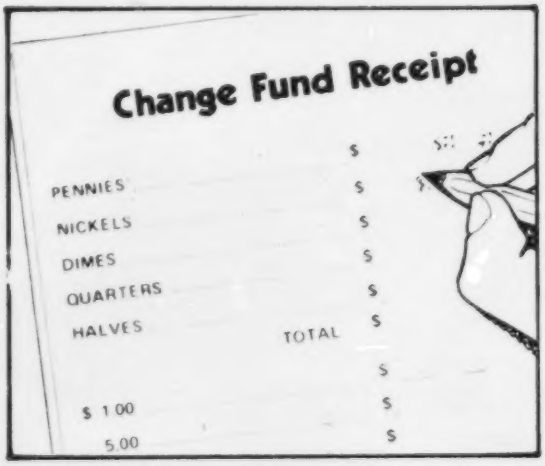
STEP 2 – Accept the cash drawer (till) with the change fund from your teacher.



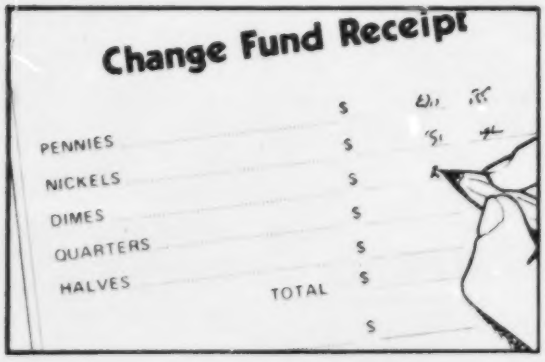
STEP 3 – Get a copy of the **change fund receipt** supplied by your teacher.



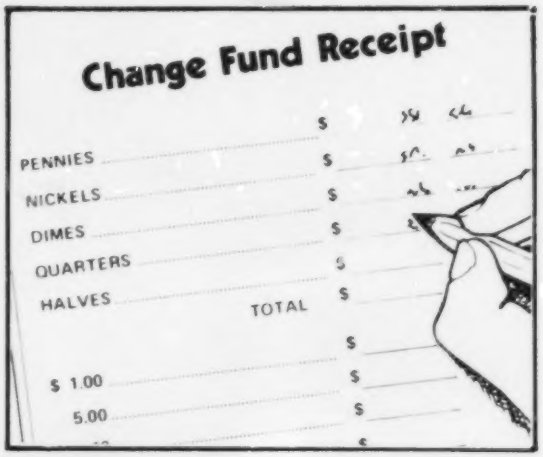
STEP 4 – Count the pennies (if any) in the register and record the amount in the section marked pennies on the change fund receipt.



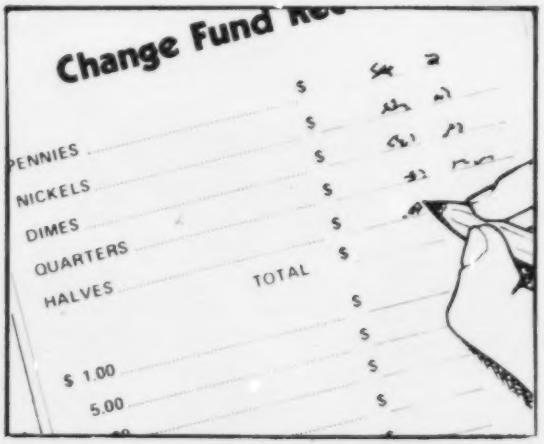
STEP 5 – Count the nickels (if any) and record the amount in the section marked nickels.



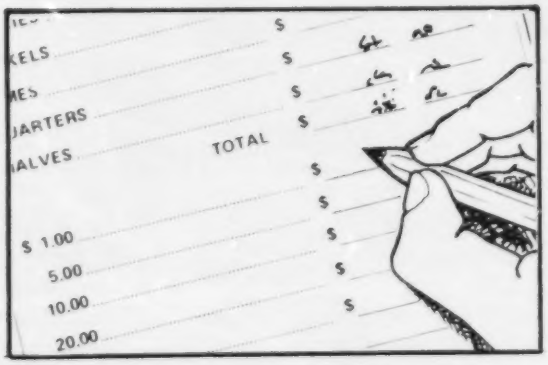
STEP 6 – Count the dimes (if any) and record the amount in the section marked dimes.



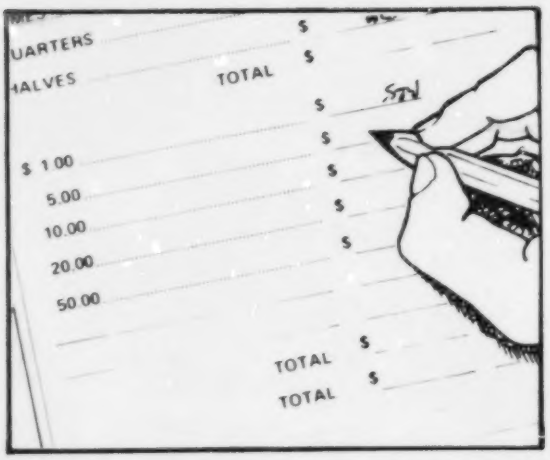
STEP 7 – Count the quarters (if any) and record the amount in the section marked quarters.



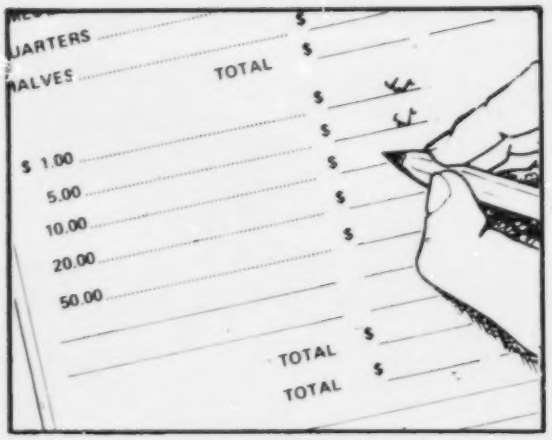
STEP 8 – Count the halves (if any) and record the amount in the section marked halves.



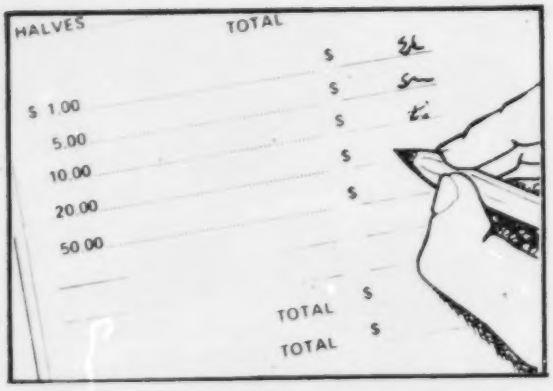
STEP 9 – Count the ones (if any) and record the amount in the section marked ones.



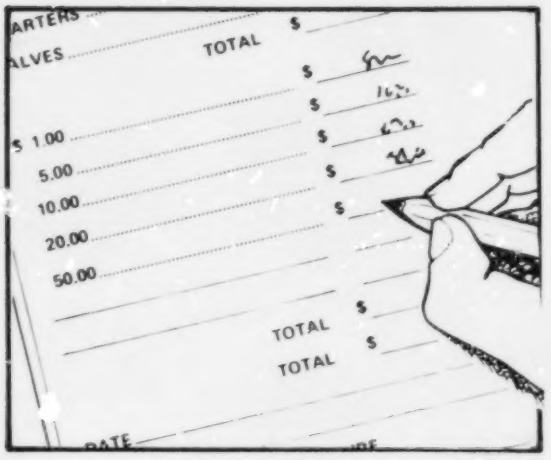
STEP 10 – Count the fives (if any) and record the amount in the section marked fives.



STEP 11 – Count the tens (if any) and record the amount in the section marked tens.

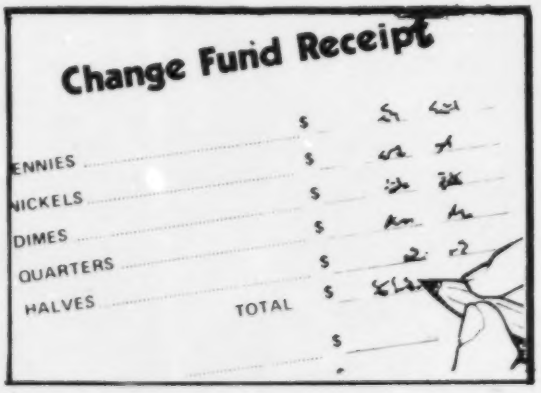


STEP 12 – Count the twenties (if any) and record the amount in the section marked twenties.

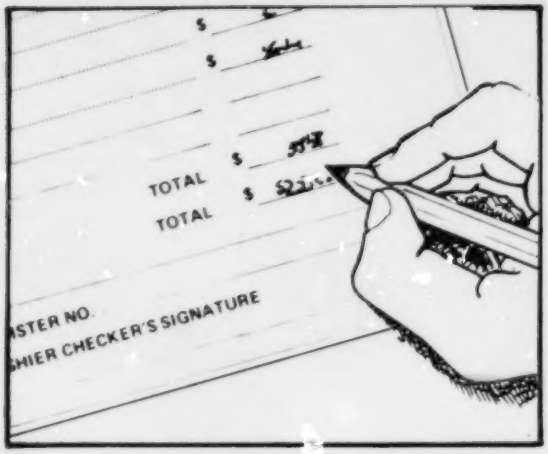


STEP 13 – Count the fifties (if any) and record the amount in the section marked fifties.

STEP 14 – Add the column of bills and record the sum in the section marked TOTAL
$ _____.



STEP 15 – Add the column of coins and record the sum in the section marked TOTAL
$ _____.



STEP 16 – Find the sum of the total coins and bills and enter this amount in the section marked TOTAL $ _____.

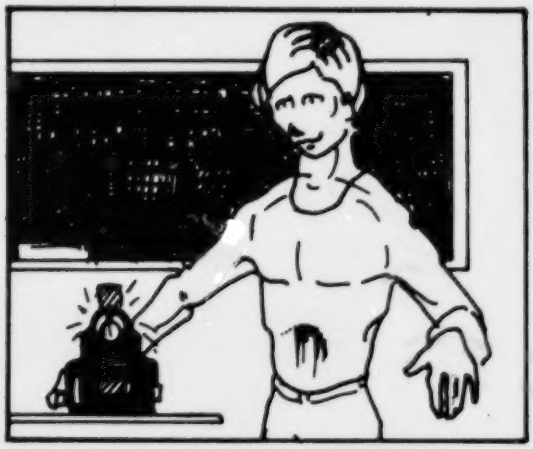
Check Point

Check with your teacher to see that the figures you recorded on your change fund receipt are accurate. If your figures were accurate, sign and date the change fund receipt and include the number of your cash drawer.

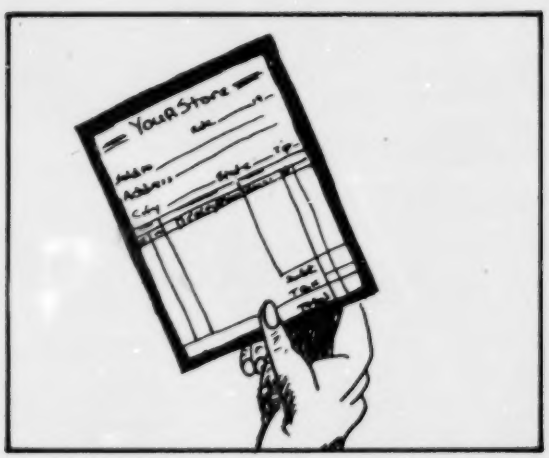
If your figures were inaccurate, re-add your figures. If no error exists there, recount your change fund beginning with Step 2.

Instructional Objective II

Through this activity you will develop the ability to write out a sales check properly for use in a sales transaction.

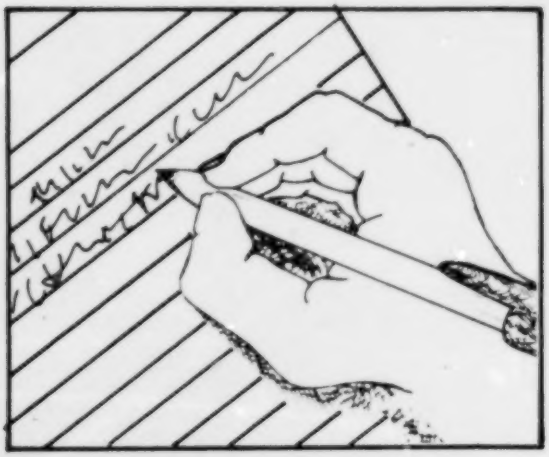


STEP 1 – View the filmstrip and cassette "Writing Sales Checks."



STEP 2 – Obtain a copy of a sales check from your teacher.

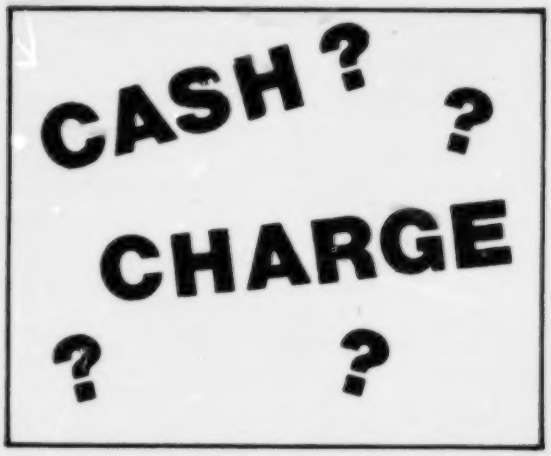
STEP 3 – Select a partner to work with. Designate one partner to be a customer while the other will serve as the salesperson. (Later the roles will reverse so that you will both be able to fill out a sales check.)



STEP 4 – On "scratch paper" have the customer write down three (3) items she/he might buy along with a hypothetical (made-up) price for each item.

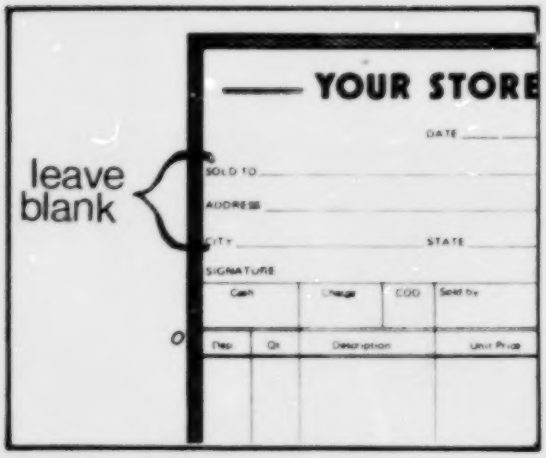
STEP 5 – Using a ball point pen, begin filling out the sales check in the following manner.

STEP 6 – Write today's date on the sales check (such as – Date _____19 ___ .)

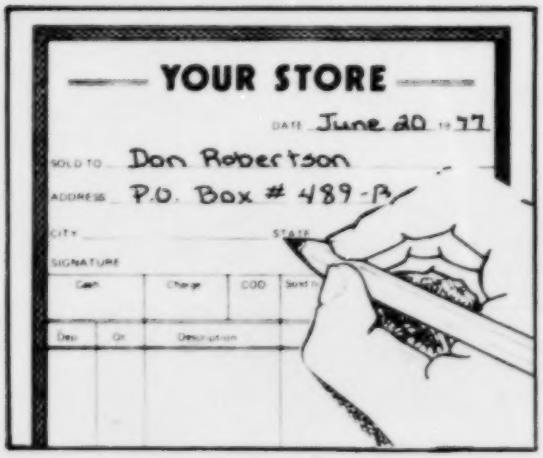


STEP 7 – Determine from your customer if the sale is to be a cash or charge transaction.

20

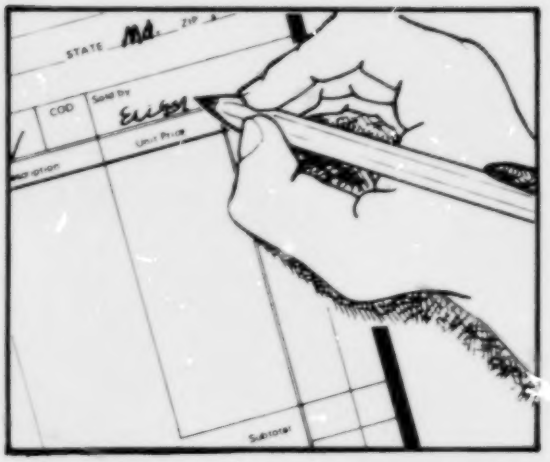


STEP 8 – If the sale is "cash," you may leave blank the section for the customer's name and address.

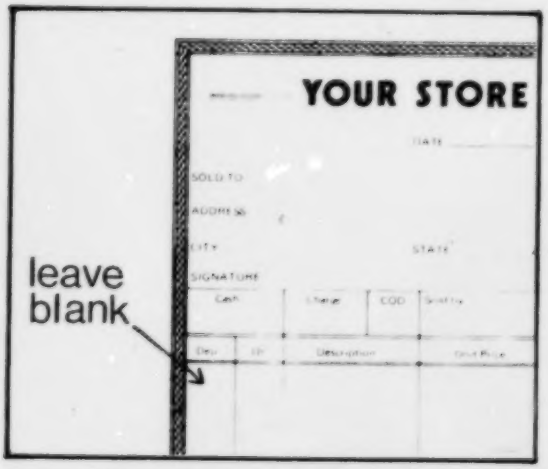


STEP 9 – If the sale is "charge" or "COD," fill in the customer's name and address.

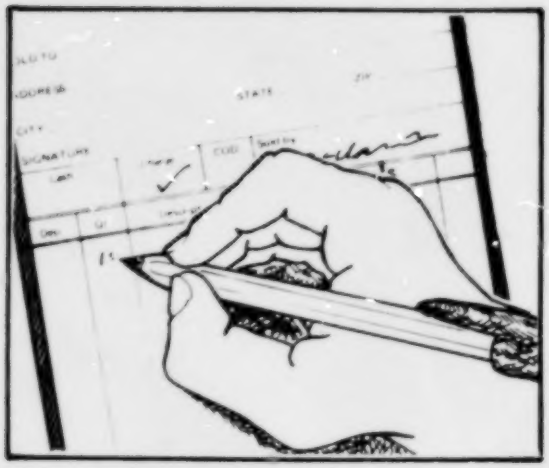
STEP 10 – Mark the type of transaction – cash, charge, COD – with a check (✓) in the appropriate box.



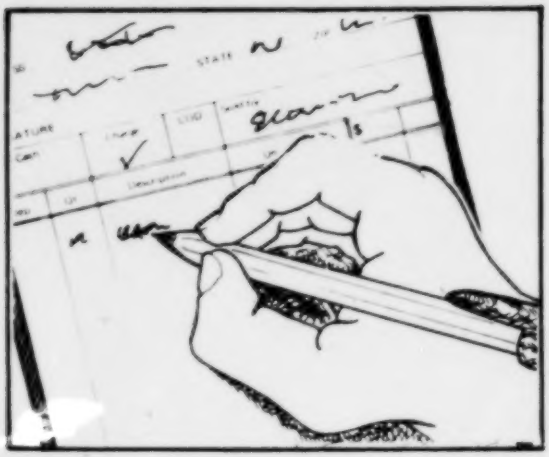
STEP 11 – Record your name (as the salesperson) under "sold by." You may use your first initial and last name.



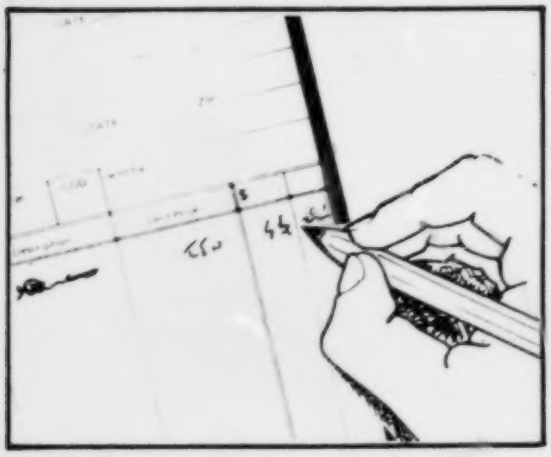
STEP 12 – Since you are working with hypothetical merchandise, you may leave the department section blank. In a store situation, each item would be given a department code (such as – linens 212) and this information would be found on the price ticket.



STEP 13 – Record the quantity being bought of each "like" item of merchandise.

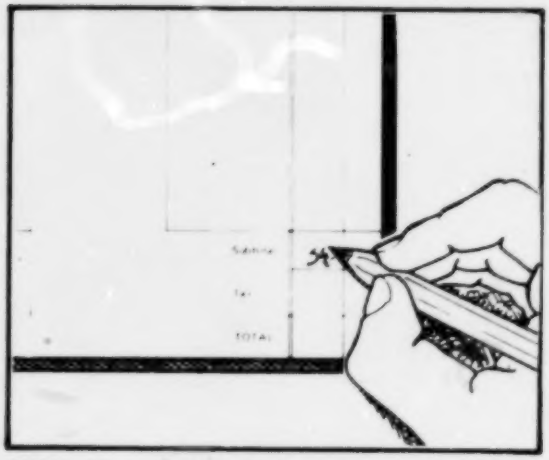


STEP 14 – Describe briefly the type of merchandise being bought (such as – shirt or belt).

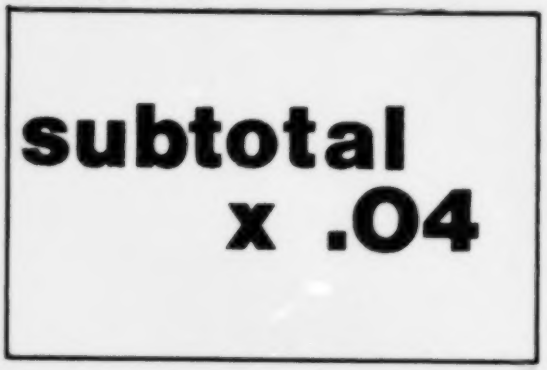


STEP 15 – If more than one "like" item is being bought, record the price of one item in the column marked "unit price" and extend the total to the right column.

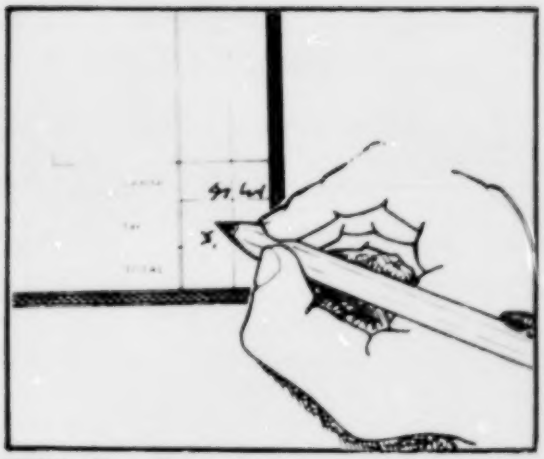
STEP 16 – If one "like" item is being bought, record the price of that item in the right-hand column.



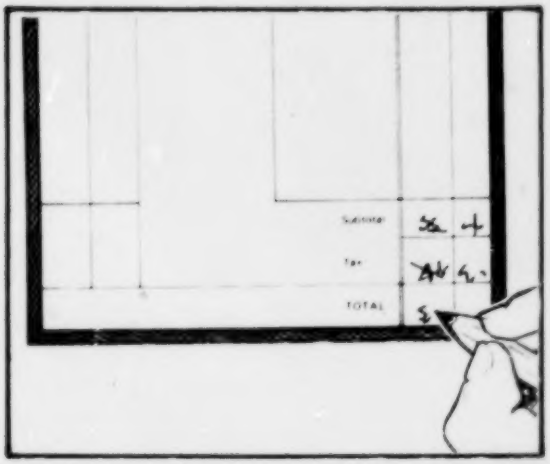
STEP 17 – Subtotal the merchandise being bought. Recheck your figures for errors. Accuracy is a must!



STEP 18 – Determine the correct amount of tax to charge by looking up the subtotal on a tax table; or if no tax table is available, multiply the subtotal by 4% (x .04).

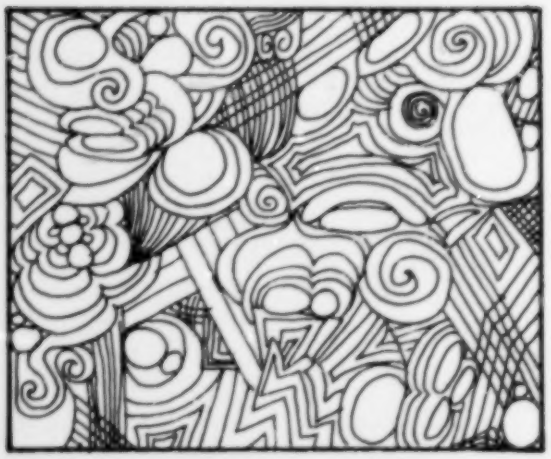


STEP 19 – Record the amount of tax being charged in the TAX section.



STEP 20 – Add the subtotal and tax together and record the sum in the TOTAL section. Recheck your addition.

STEP 21 – If the sale is a charge or COD transaction, have the customer sign the sales check.



STEP 22 – Reverse roles with your partner and let him/her be the salesperson while you are the customer. Begin again at Step 2, so that both of you have had a chance to fill out a sales check.

STEP 23 – After both partners have had a chance to go through the sequenced instruction, proceed to the Checkpoint and begin working independently.

Check Point

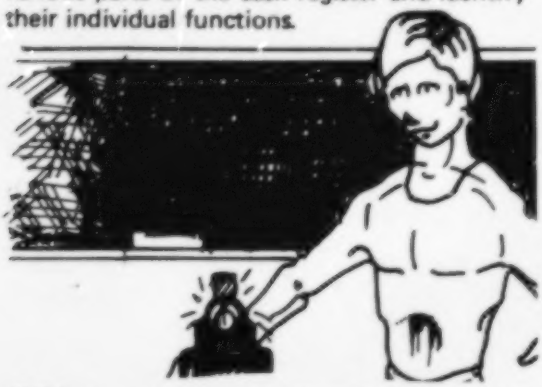
Turn in your completed sales check to your teacher to check for errors while you are completing Checkpoint 2.

Obtain another sales check from your teacher. Indicate the location of the following information by placing its corresponding number in the proper location on the sales check.

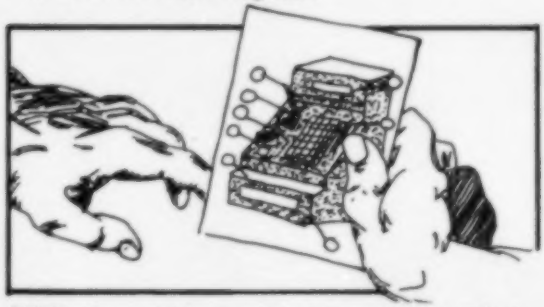
1. Merchandise department
2. Customer's address
3. Unit price
4. Subtotal
5. Merchandise description
6. Type of transaction
   a. COD
   b. Cash
   c. Charge
7. Final total
8. Current date
9. Sales tax
10. Merchandise quantity
11. Extension amount
12. Customer's name
13. Sold by

Instructional Objective III

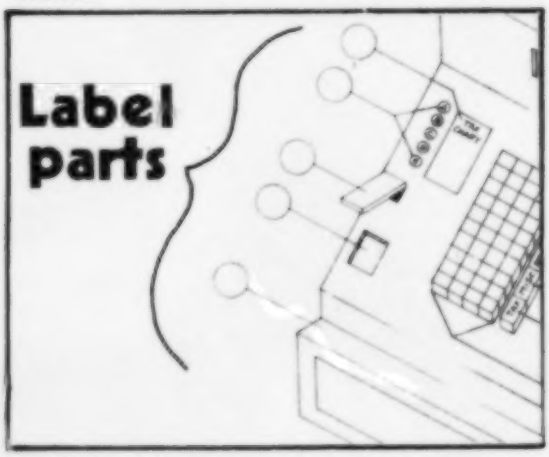
Given a diagram of a basic cash register design, you will locate and identify the various parts of the cash register and identify their individual functions.



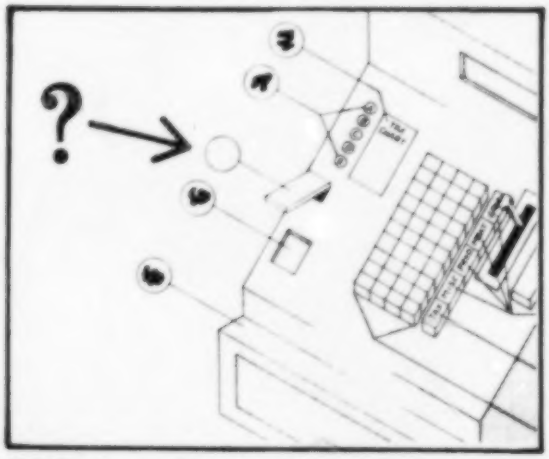
STEP 1 – View the filmstrip and cassette "Parts of the Cash Register."



STEP 2 – Take a handout of the "Basic Design of the Cash Register" from your teacher.



STEP 3 – In the blanks on the handout, write the letter of each part of the cash register which is identified by a line.



STEP 4 – Check with your teacher to learn the parts you were unable to identify correctly.

proceed to checkpoints

STEP 5 – Go to the checkpoints. Do not write in this booklet.

Check Point

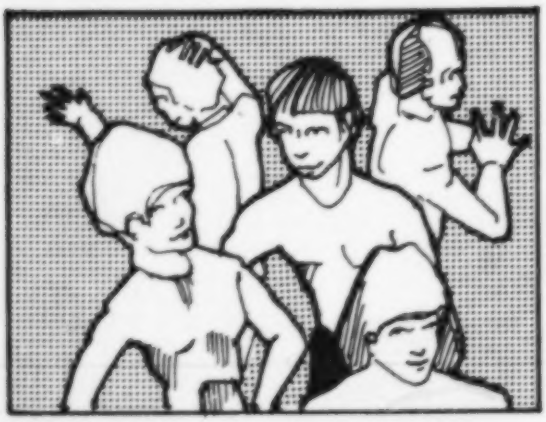
Obtain a handout from your teacher for Objective III, Checkpoint I. For the cash register on that handout, locate and identify the parts that are indicated by lines by matching the number of the part with its appropriate name.

(Be sure that you have completed Checkpoint 1 before beginning this second checkpoint.) Obtain handout from your teacher for Objective III, Checkpoint 2. On that handout, match the cash register functions with the name of the part of the cash register that performs that function.

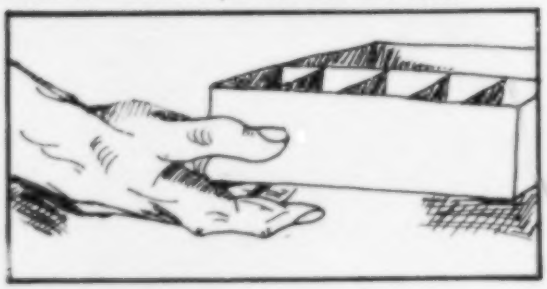
Instructional Objective IV

Given a total amount of a customer's sale and the amount of money submitted by the customer, return the correct amount of change to the customer.

STEP 1 – View the filmstrip and cassette "Change Making."

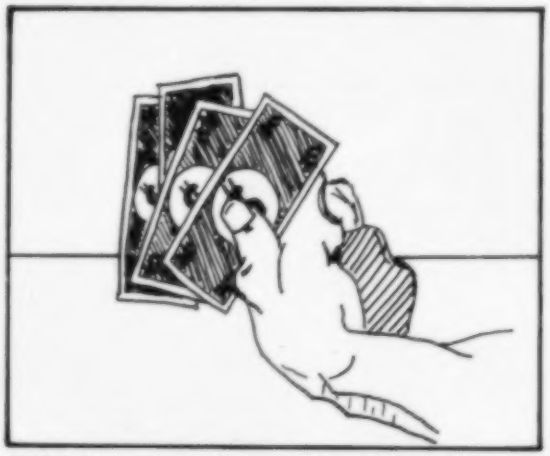


STEP 2 – Select a partner to work with.



STEP 3 – Get one till with "Mock Money" for you and your partner to work with.

STEP 4 – Designate one partner to be a customer while the other will serve as a salesperson. (later the roles will reverse.)



STEP 5 – Have the "customer" to get out of the till 1–twenty, 1–ten, 1–five, and 1–one.

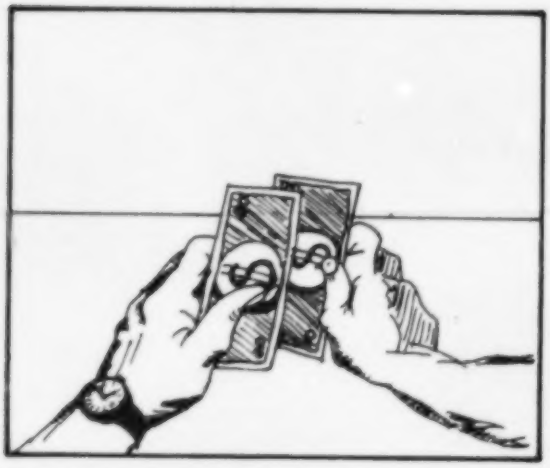
STEP 6 – Have the salesperson to determine a sales amount under $25.00 (Such as – $12.43).

PROCEDURE:

STEP 7 – The salesperson should use the following procedures to make change for the customer.

"That will be $12.43"

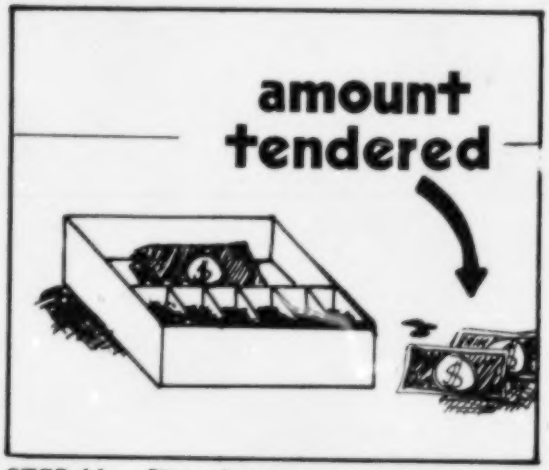
STEP 8 – State aloud to your customer the total amount of the sale. (Such as – "That will be $12.43.")



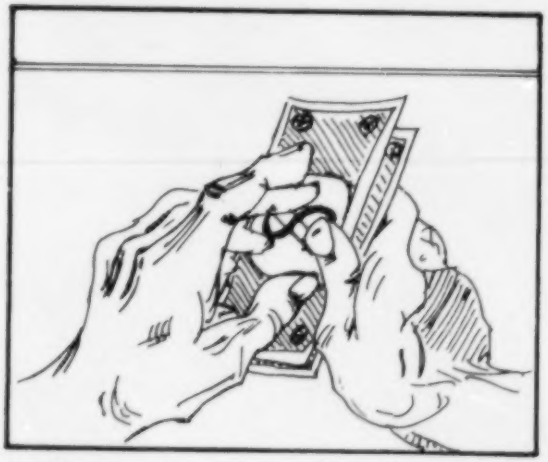
STEP 9 – Count the amount tendered (the amount being given to you by the customer).

"Out of $15.00"

STEP 10 – State the amount tendered. (Such as – "Out of $15.00.")



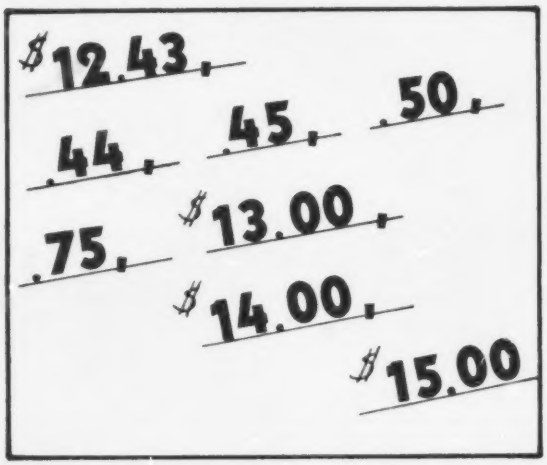
STEP 11 – Place the amount tendered on the change plate of the register or on the table beside your till. Do not place the amount tendered in the till.



STEP 12 – Count change silently to your hand beginning with the amount tendered. (Give the largest denominations possible.)

"$12.43"

STEP 13 – Restate the amount of the sale.



STEP 14 – Count aloud the change to the customer counting from the smallest denominations of coins to the largest denominations of bills. (For example – $12.43, .44, .45, .50, .75, $13, $14, $15.)

STEP 15 – Place the amount tendered in the cash drawer only after the customer has acknowledged receiving the correct change.

Reverse Roles

STEP 16 – Reverse the roles with your partner and allow him to be the cashier while you serve as the customer.

Return to step # 5

STEP 17 – Begin again at Step 5 with the roles reversed.

Proceed To Checkpoint

STEP 18 – After both partners have completed the sequenced instruction, proceed to the Checkpoint and begin working independently.

Check Point

Obtain a handout from your teacher for Objective IV, Checkpoint I. Use that handout to make change for the hypothetical sales given.

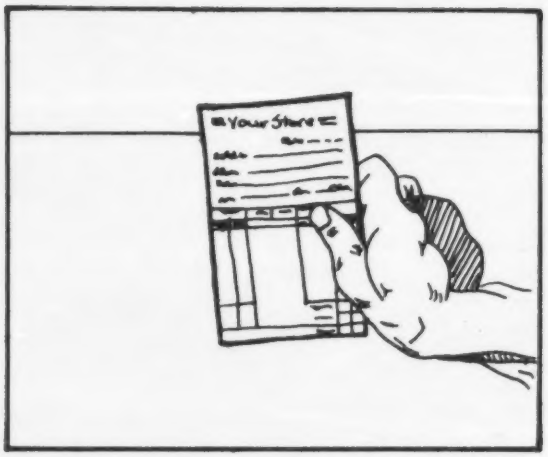
Obtain a handout from your teacher for Objective IV, Checkpoint II. Use that handout to make change for the hypothetical sales given.

Instructional Objective V

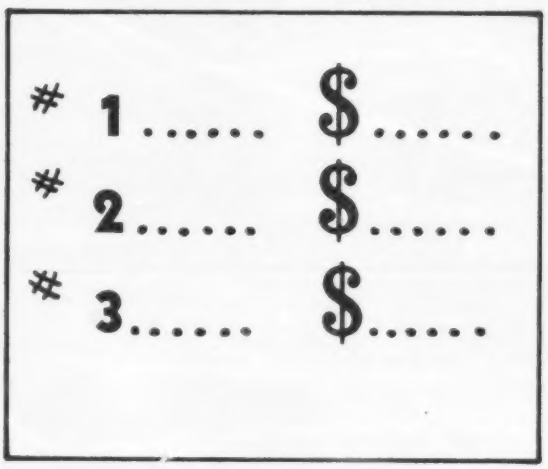
This activity is designed to enable you to manipulate register keys correctly and in the proper sequence in order to ring up customers' sales.

STEP 1 – Veiw the filmstrip and cassette "Operating the Cash Register."

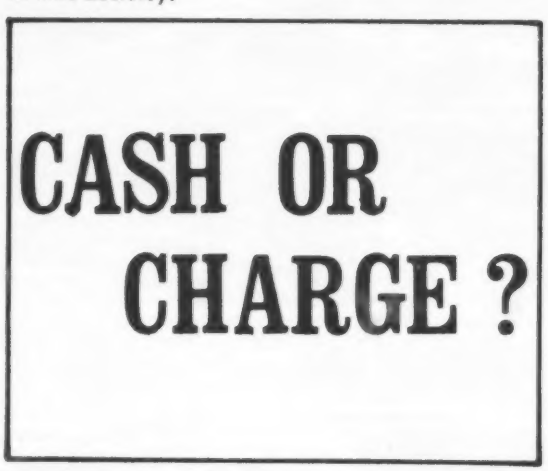
STEP 2 – Select a partner to work with. Designate one partner to be the salesperson while the other partner serves as a customer. (Later the roles will reverse).



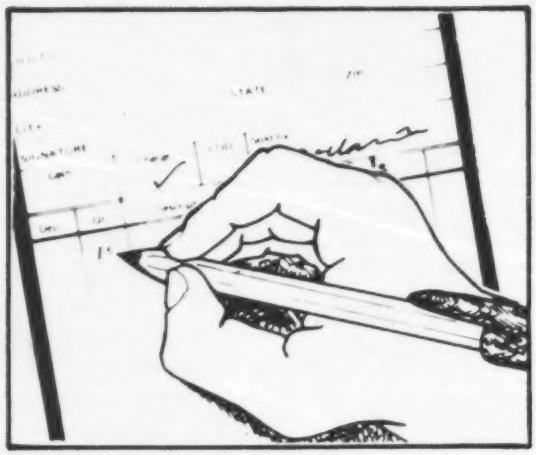
STEP 3 – Obtain a sales check from your teacher and go to the cash register.



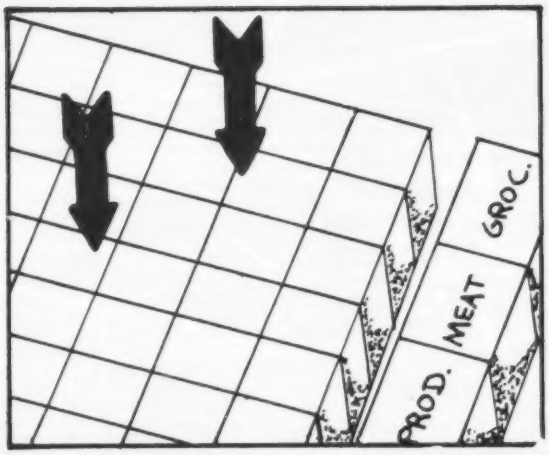
STEP 4 – Have the "customer" select three hypothetical(made-up) items and prices to use in this activity.



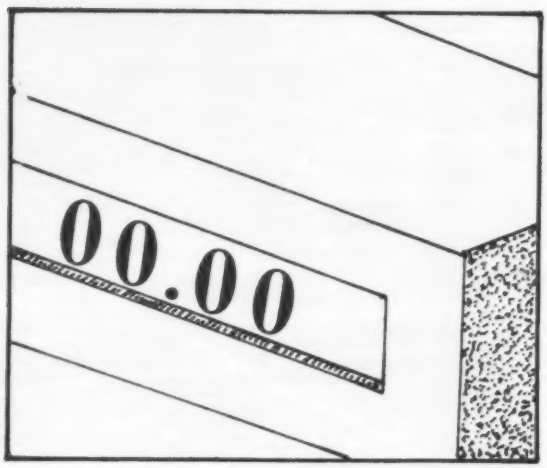
STEP 5 – Determine from the customer whether the sale is to be a cash or charge transaction.



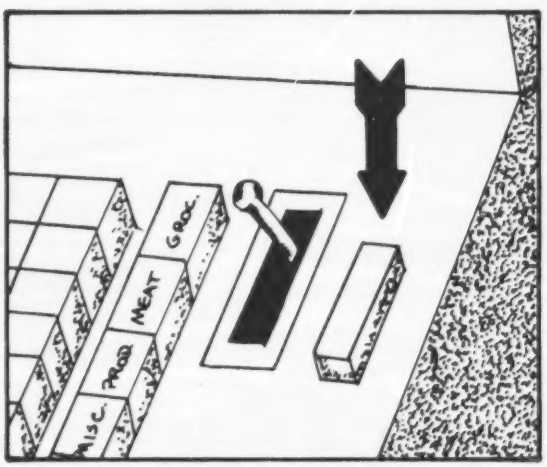
STEP 6 – Fill out the sales check with the items selected by the customer.



STEP 9 – Press the register price keys for the price of the item.

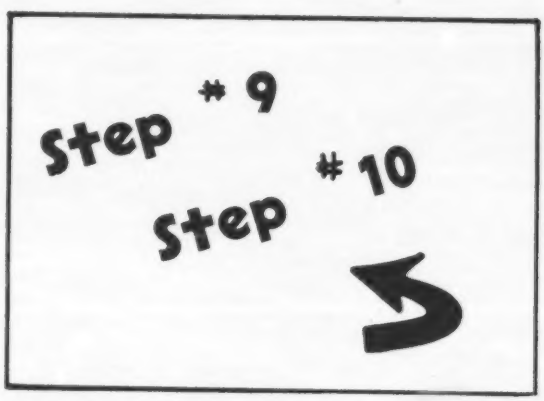


STEP 7 – Make sure the register is clear and ready to begin a new sale.

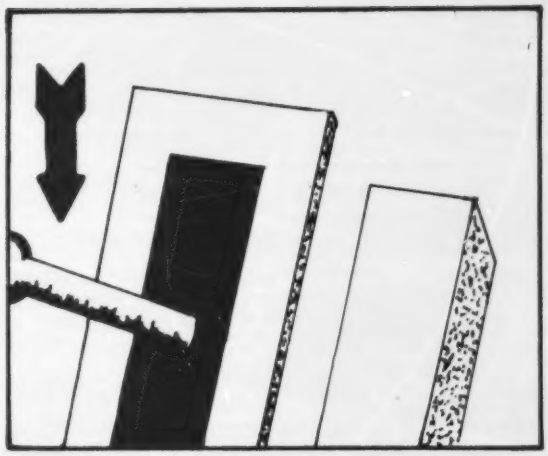


STEP 10 – Press the motor bar.

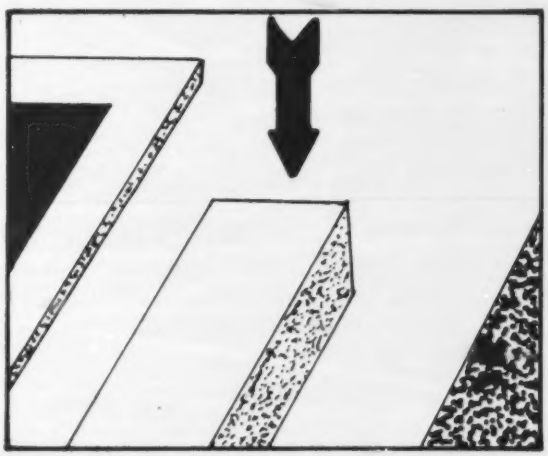
STEP 8 – Move adding lever to add position.



STEP 11 – Repeat Steps 9 and 10 for as many items as you are ringing up.

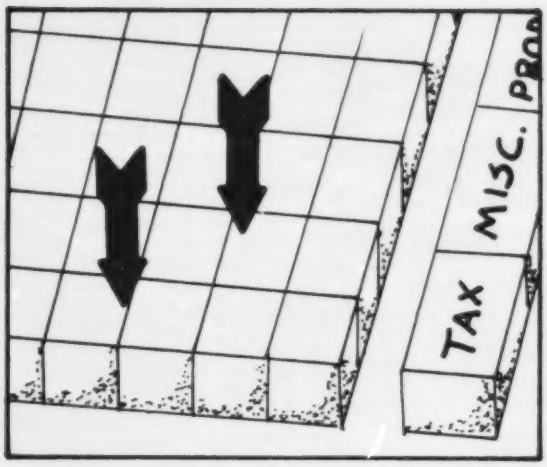


STEP 12 – Subtotal all of the items by moving the adding lever to the subtotal position.

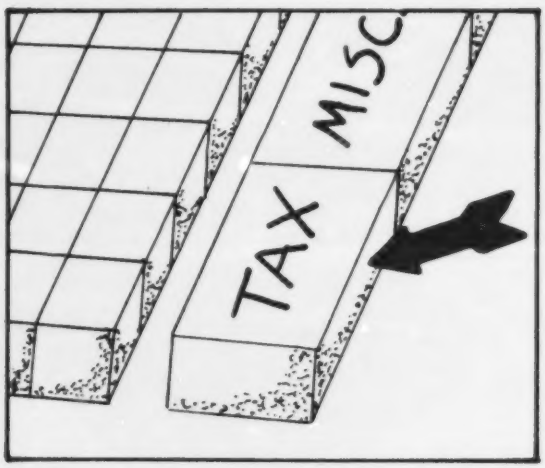


STEP 13 – Press motor bar to read the subtotal of the items.

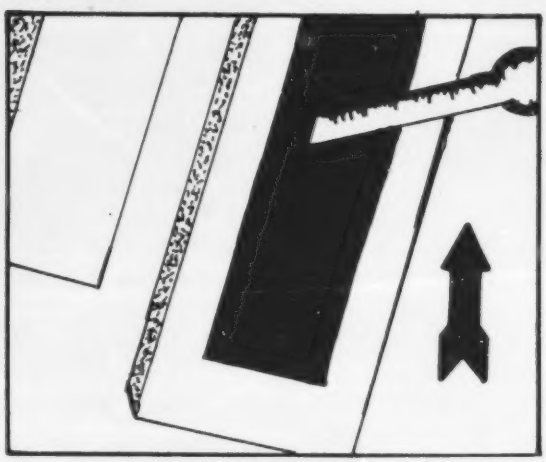
STEP 14 – Look up the amount that is subtotal on the tax chart.



STEP 15 – Press the register keys for the amount of tax to be included in the sale.

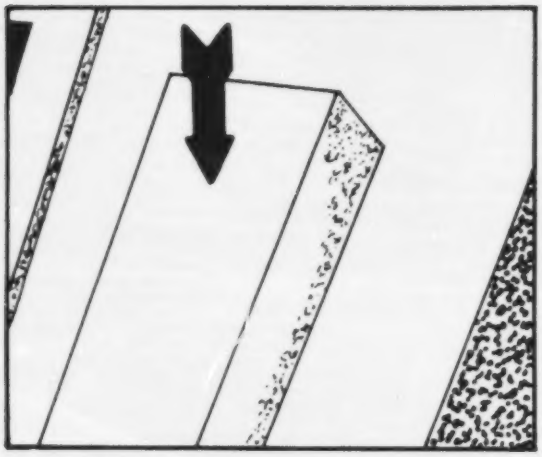


STEP 16 – Press the tax button (not the motor bar).



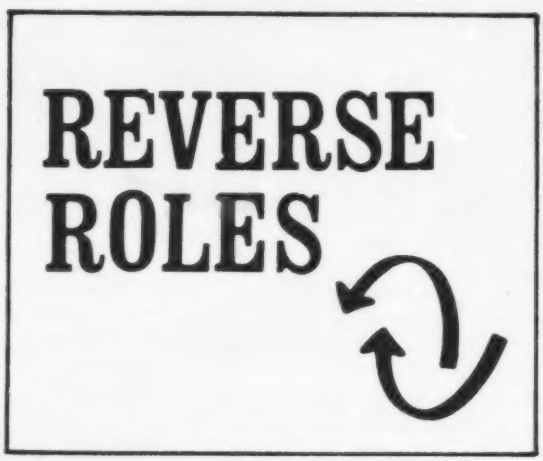
STEP 17 – Move adding lever to the item total position.

30



STEP 18 – Press the motor bar to read the total.

STEP 19 – Remove paper receipt from the printing table and give it to the customer.



STEP 20 – Reverse roles with your partner and begin again at Step 3.

Check Point

Go down the following list to see how many things you did right for the sequenced instruction.

––Filled out the Sales Check accurately and completely.
––Began ringing the sale after checking to see that the cash register was cleared and ready to begin a new sale.
––Pressed the right keys for the right prices of the items.
––Determined the right amount of tax to charge.
––Inserted the Sales Check correctly into the register.
––Pressed the right total button for the sale.

279.357-054 SALESPERSON, GENERAL MERCHANDISE (ret. tr.; whole. tr.)

Sells variety of commodies in sales establishment, performing duties as described under SALESPERSON (ret. tr.; whole. tr.). May demonstrate use of merchandise. May examine defective article returned by customer to determine if refund or replacement should be made. May estimate quantity of merchandise required to fill customer's need.

211.462-010 CASHIER (clerical) II cash clerk; cashier, general; cashier, office; ticket clerk.

Receives cash from customers or employees in payment for goods or services and records amounts received: Recomputes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or transactions. Reads and records totals shown on cash register tape and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customers for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps. Usually employed in restaurants, cafeterias, theaters, retail stores, and other establishments. May be designated according to nature of establishment as CAFETERIA CASHIER (hotel & rest.); CASHIER, PARKING LOT (auto ser.); DINING-ROOM CASHIER (hotel & rest.); SERVICE-BAR CASHIER (hotel & rest.); STORE CASHIER (clerical); or according type of account as CASHIER, CREDIT (clerical); CASHIER, PAYMENTS RECEIVED (clerical). When working on same floor, and receiving money, making change, and cashing checks for sales personnel is designated FLOOR CASHIER (clerical). When making change for patrons at places of amusement other than gambling establishments, is designated CHANGE-BOOTH CASHIER (amuse. & rec.).